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ABSTRACT

In 1993, the Colorado Legislature enacted laws calling for standards-driven education, which requires all school districts to hold students to high standards in 12 content areas. This document reports on the results of a survey to measure the statewide progress of this transformation. The survey's purpose was to determine the successes and barriers encountered along the way, the degree of participation in standards development, the degree of readiness for a standards-driven system, and any expectations for change once standards are set firmly in place. The survey was mailed to all superintendents, school board presidents, and accountability committee chairs (20 percent return rate), as well as a random sample of thousands of educators, community leaders, parents, and others. Results indicate that progress toward developing first-round content standards and related assessments is on course. Development of content-aligned assessments is going slower, but reports are nevertheless encouraging. Many of the survey respondents had high hopes for standards-driven education, as reflected in their broader expectations for positive change. Surveyees expect assessments to be linked to instruction and to better measure students' knowledge. Most respondents were not daunted by barriers, the biggest one being a lack of time and a paucity of training. Appendixes include: the survey instrument and data sheets provide statistics of the responses to each question by locale (city, suburb, rural) and type of respondent (department chair, principal, parent, etc.) (RJM)

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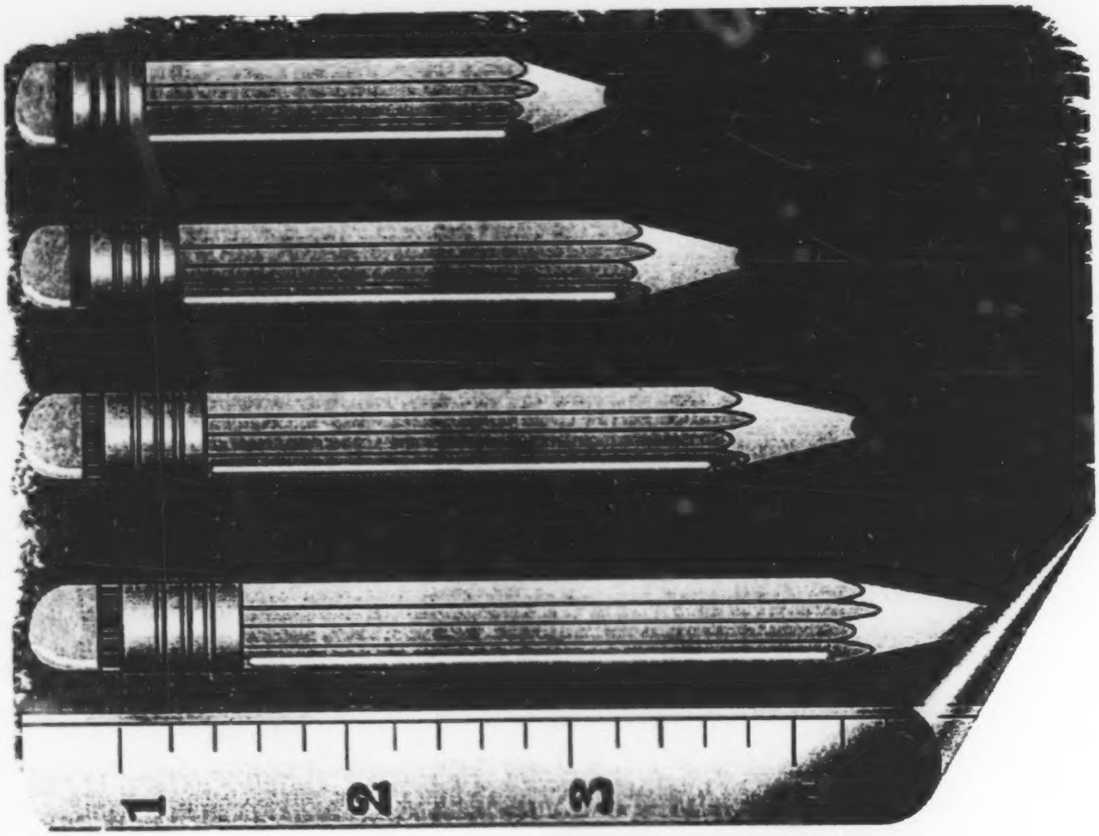
Moving Toward Standards in Colorado Classrooms

Report on District Needs Assessment



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cde Colorado Department of Education -- Standards Project Team

Winter 1997

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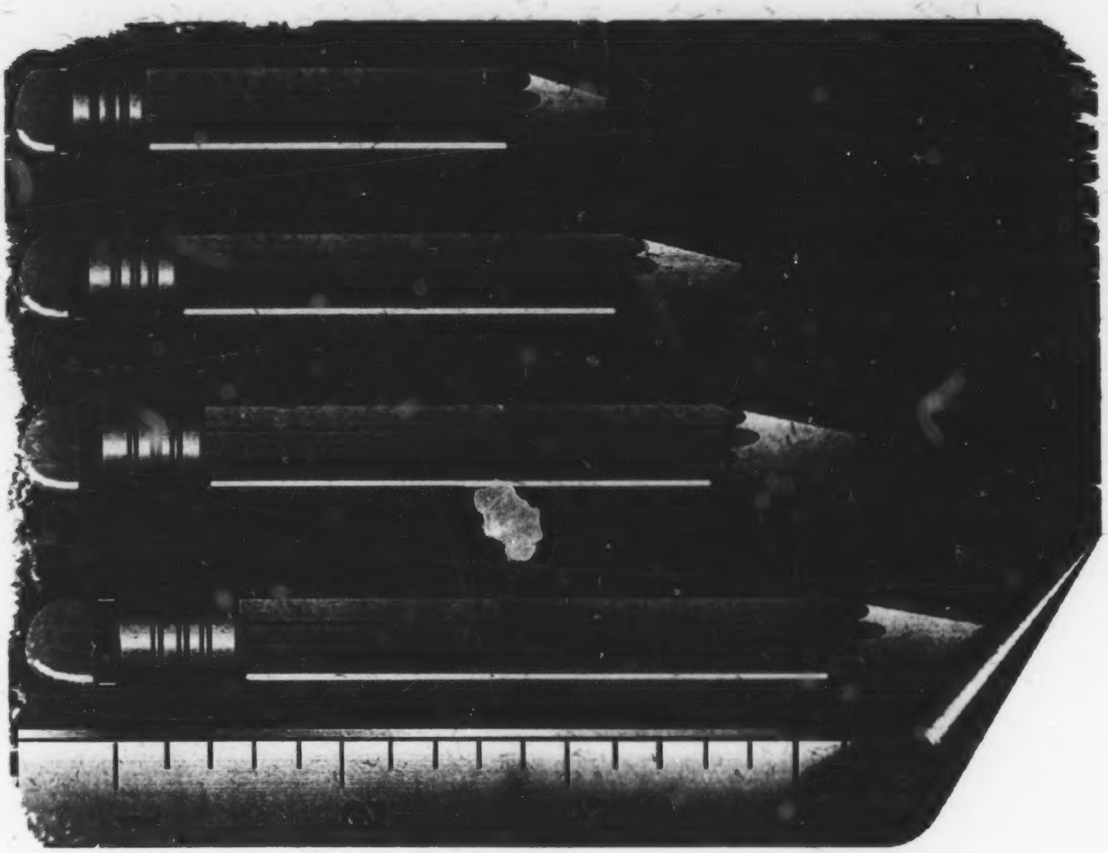
Moving Toward Standards in Colorado Classrooms

District Needs Assessment Executive Summary



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Colorado Department of Education -- Standards Project Team

Winter 1997

Moving Toward Standards in Colorado Classrooms

Needs Assessment Executive Summary

Some successes and challenges inevitably accompany any change to an established system. The monumental undertaking of transforming Colorado's education system to a standards-driven one is no exception to this rule.

All Colorado's 176 districts adopted academic content standards in science, mathematics, history, geography, reading, and writing by January 1997. Yet the challenge of integrating standards at the school and classroom level remains, as does the challenge of creating and implementing assessments aligned to these standards. This survey was developed to mark the statewide progress of this transformation. It seeks to determine the successes — and barriers — encountered along the way, the degree of participation in standards development, the degree of readiness for a standards-driven system, and any expectations for change once standards are set firmly in place.

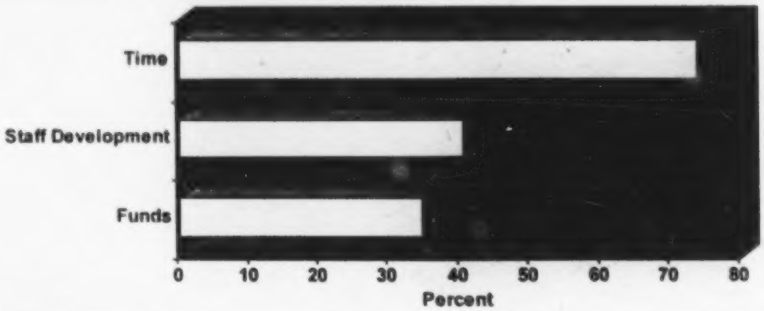
The knowledge generated by a good survey can be a potent tool. It is hoped this survey will help establish where to best direct resources and energy to ease the burden placed on administrators, teachers and students in Colorado's districts. This survey, conducted fall 1996, was mailed to all superintendents, school board presidents, and accountability committee chairs in Colorado, as well as a random sample of approximately 2,000 educators, community leaders, parents, and others involved in the standards-setting process. In all, 518 members of the survey population responded, for an approximately 20 percent return rate.

Summing it up

Progress toward establishing assessments based on standards. Since assessments are integral to standards, they provide a valuable guide to progress toward a standards-driven system. Development of content-aligned assessments is well under way. While only a small percentage of respondents report having fully implemented assessments, the vast majority are making headway.

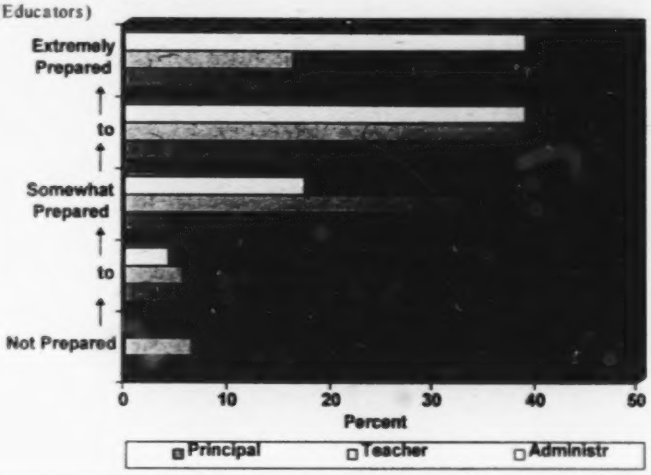
Overcoming obstacles. Barriers, of course, exist. But the respondents seemed to find most of them manageable. By a wide margin, lack of time was the greatest stumbling block. Next in importance was a need for staff development — respondents wanted to "keep up to speed" on these complex issues. Funding, for staff preparation and for implementation, came in third. (See Barrier Table.)

The Big 3: Major Barriers to Progress
(All Respondents)



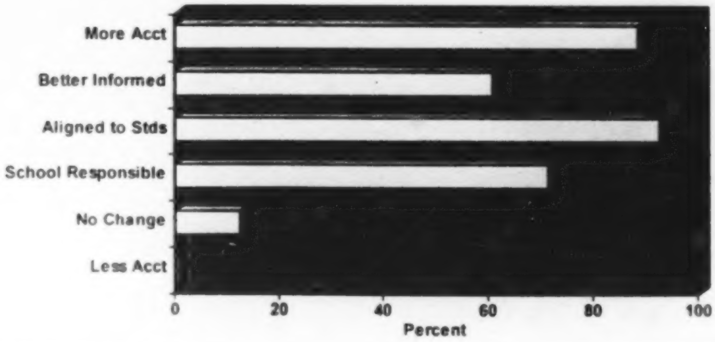
Yet despite these and other obstacles, educators in the sample report they are ready to meet the challenges. Over half report having had adequate or extensive instruction, with most crediting their school districts with providing the bulk of their training. Other resources included *Partnerships*/Goals 2000, CONNECT, inservices and workshops — and a lot of individual initiative.

Readiness for Standards
(Educators)



Great expectations. Survey respondents have high hopes for standards-driven education, based both on results to date and on their broader expectations for positive change. For example, they have already seen enough curriculum revision to convince a substantial majority that standards will set the stage for greater achievement and broader accountability. (See Accountability Chart.) They expect assessments to be linked to instruction and to better measure students' knowledge. They also believe communication in the classroom and to the community will improve.

Changing Accountability



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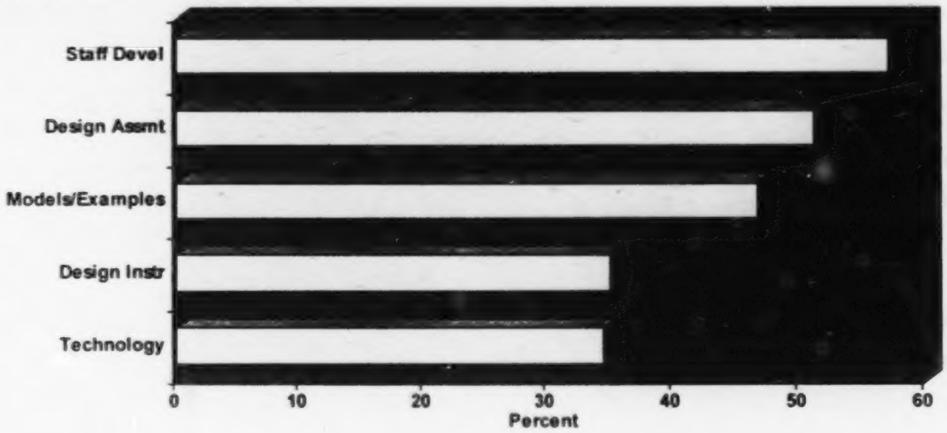
Whether standards and assessments will focus more attention on students with special needs — or whether education will be more student centered in general — remains to be seen. Only about a third of the group expect significant improvement in these areas.

How CDE can help. More than half of the respondents want CDE to provide staff development opportunities in the form of in-service and other programs. Most urgently, they want help in designing instruction and assessments, as well as examples to use as templates for their own work. Educators see a need for ongoing training and support for integrating technology into the classroom and more information on how standards and assessments are being implemented statewide. (See Needs Chart.)

How CDE Can Help: Top Five Needs
(All Respondents)



Still, respondents are generally satisfied with what has been achieved so far. The group shows strong consensus that student achievement and accountability will improve—and the classroom will change dramatically—as a result of standards. Overwhelmingly, the respondents expect educational content to align with the new standards. To do this, however, a lot of work remains to be done by everyone with a stake in public education and raising student achievement.

For the full needs assessment report, contact the *Partnerships/*Goals 2000 office (303/866-6739).

Moving Toward Standards in Colorado Classrooms
Report on District Needs Assessment

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Moving Toward Standards in Colorado Classrooms

1996-97 District Needs Assessment on Standards and Assessment

RATIONALE FOR CONDUCTING THE SURVEY

In 1993, the Colorado Legislature enacted HB 1313 (standards-driven education), which requires all school districts to hold students to high standards in 12 content areas. September 1995, the State Board of Education adopted model content standards in the first round areas of reading, writing, mathematics, science, history and geography. The model content standards became the benchmark for local districts to meet or exceed in developing local standards. Local district standards were adopted by January 1997.

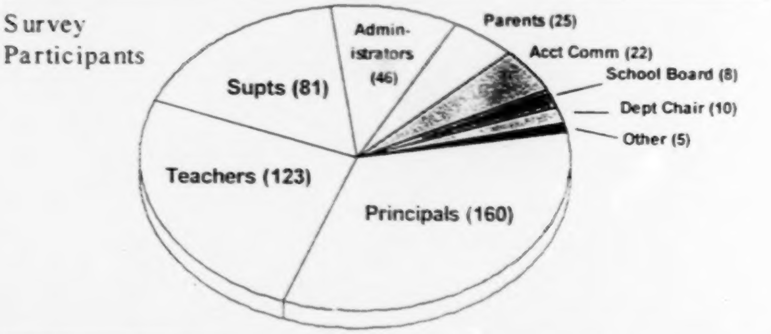
HB 93-1313 also called for state assessments to begin by spring 1997, followed by local assessments in January 1998.

Changing to a standards-driven education system is a monumental undertaking, and Colorado's districts, educators, and communities have responded with energy, enthusiasm, creativity, and hard work to raise expectations of students.

In an effort to find out how the process is going around the state—and where CDE should step up assistance—as implementation milestones approach, this survey was conducted. A questionnaire was sent out statewide to gather input on progress to date, successes and barriers encountered along the way, readiness for a standards-driven system, expectations for change, and where energies need to be focused.

Who Participated in the Survey? Questionnaires were mailed to all superintendents, school board presidents, and accountability committee chairs, and a random sample of approximately 2,000 educators, community leaders, parents, and others involved or interested in the standards-setting process. The survey was completely anonymous. The return rate was 20%, making the results from the study a representative sample of the state.

Note that the response from parents, school board members, and department chairs was quite small, so be cautious in interpreting results from those groups.



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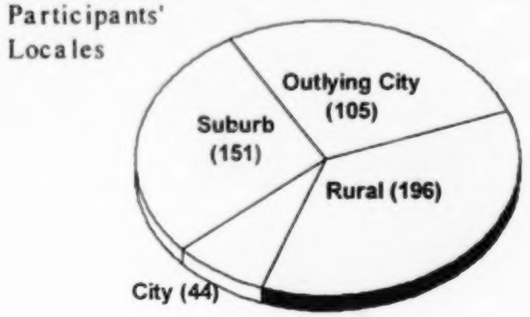
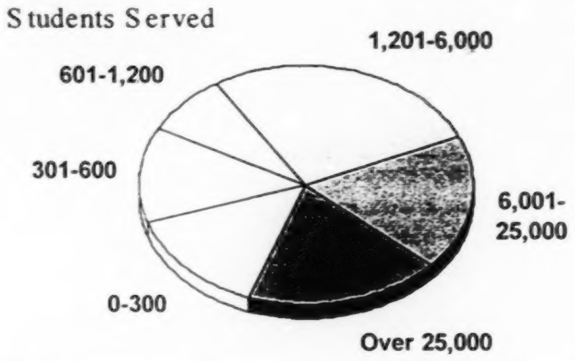
About the Respondents: 518 people completed the survey:

They came from all over Colorado…



…and districts of all sizes:



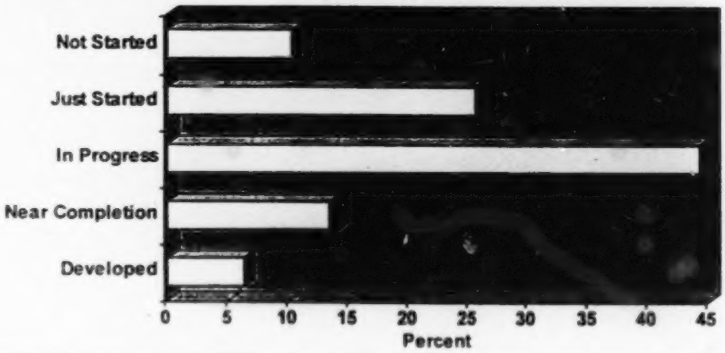
Many respondents commented on various items; we've included some of the frequently expressed observations in this report.

WHERE WE STAND: PROGRESS IN DEVELOPING ASSESSMENTS BASED ON DISTRICT STANDARDS

As of January 1997, all Colorado school districts adopted local content standards. As districts focus on implementing their newly adopted standards, work on developing assessments is well under way:

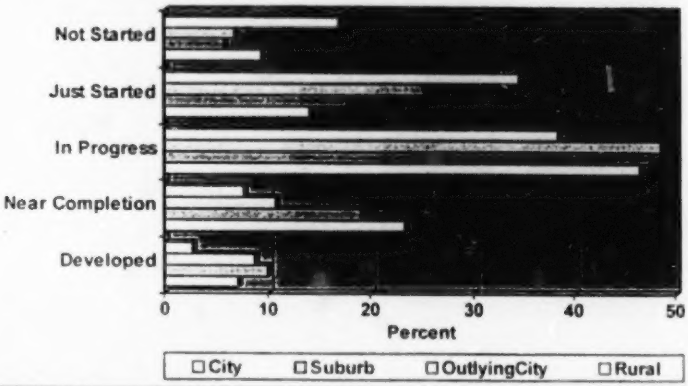
- Almost 90% of respondents report their districts are currently developing assessments.
- Districts in the survey that have not begun to develop assessments (10%) slightly outnumber those that have completed the process (6%).

Progress Toward Assessments
(All Respondents)



- Almost a quarter (23%) of city respondents report nearing completion, compared to about 8% of rural districts.
- More than a third of rural districts are just beginning the process.

Progress-Toward Assessments
(By Location)



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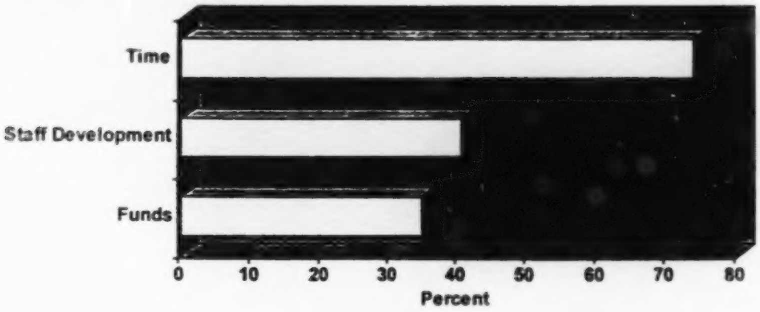
HOW IT'S GOING: BARRIERS AND BREAKTHROUGHS

Nothing worth doing happens without effort, and standards-driven education faces its share of roadblocks. The #1 issue is time.

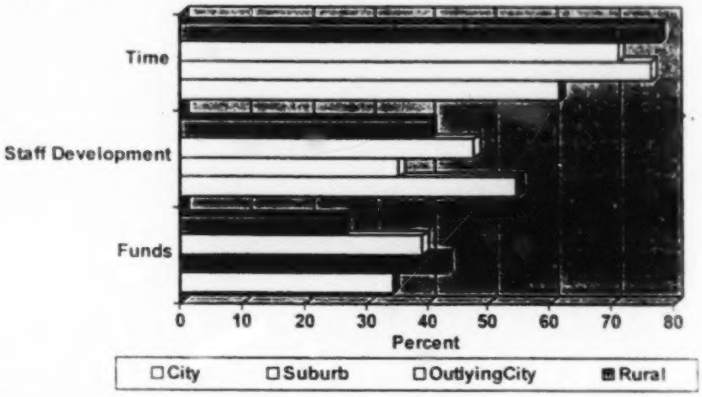
- Respondents as a group overwhelmingly listed *time* as the #1 constraint, followed by *limited staff development opportunities* and need for *implementation funding*.

The Big 3: Major Barriers to Progress
(All Respondents)



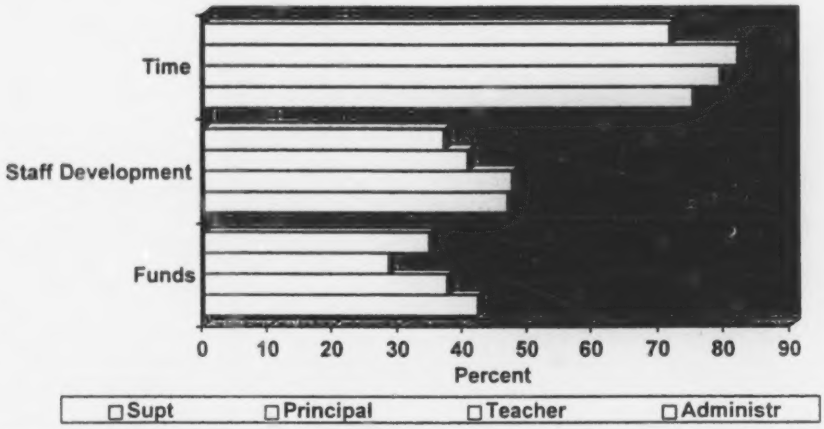
- For educators, especially those in cities (54%), staff development is the next most critical barrier; but suburban respondents may have greater access to staff development—only 35% marked this item among their three major concerns.
- Availability of funds ranked higher with suburban respondents (43%) than for rural (26%) and city (34%) respondents.

The Big 3: Major Barriers to Progress
(By Location)



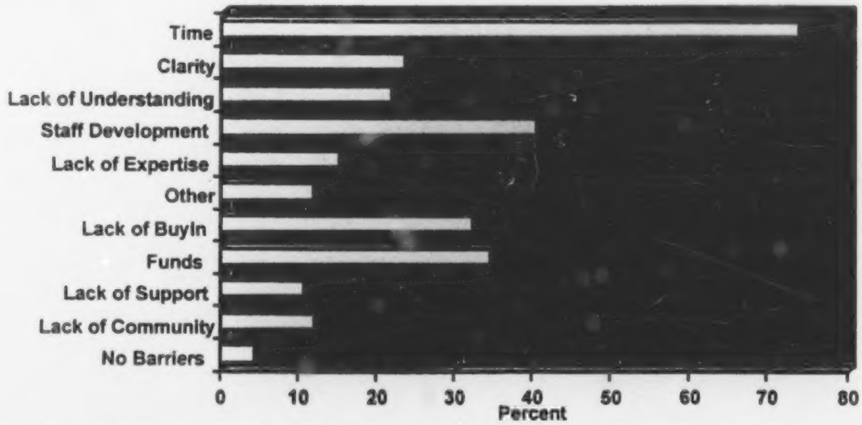
- Understandably, front-line troops feel the time pressure most acutely. Teachers (82%), then principals (79%), superintendents (75%), and administrators (72%) noted time as the primary barrier.
- Nearly half of principals (48%) and superintendents (47%), closely followed by teachers (41%), cited lack of staff development opportunity as a top-three issue.
- Funding is another key issue for educators, with 42% of superintendents, 38% of principals, and 29% of teachers checking this category. Several respondents indicated a need for monetary help for time release and extended learning time.

The Big 3: Major Barriers to Progress
(By Title)



- Only about a third of all respondents indicated lack of buy-in as a major issue, but this was enough to make it the fourth most frequently noted barrier.
- Respondents as a group seem to think the state's expectations for standards have been reasonably clear, with less than a quarter of all respondents citing this as a problem.
- More parents (44%) than superintendents, principals, and teachers (less than 10% of educators)—and no school board members—indicated that communication with the schools is a barrier. Nearly a quarter of suburban but only 8% of rural respondents indicated this as an issue, suggesting that there is sufficient communication in rural communities.
- District support and direction ranks low on the list of barriers perceived by survey respondents. Only 11% of the group as a whole—but nearly a quarter of accountability committee members—noted this as a concern.
- While 28% of teachers, 28% of administrators, 20% of principals, and 24% of superintendents consider insufficient educator understanding a barrier, only 15% of the group as a whole indicated a lack of local expertise and access to outside experts.
- Slightly more rural (25%) and outlying city (24%) respondents than suburban (17%) residents consider insufficient educator understanding of standards-driven education a barrier.

Barriers to Progress
All Respondents

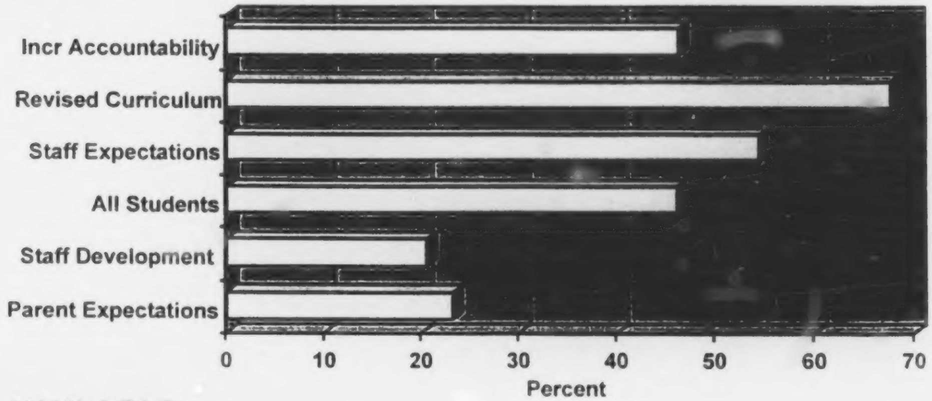


- Lack of local expertise or access to experts is a greater concern for rural residents (22%) than for suburban respondents (6%), but it is still low on the list of priority needs for CDE assistance (see ***What Assistance Is Needed).***

While barriers remain, the respondents are generally satisfied with what has been achieved so far. At the same time, they know that more time and results are needed to chalk up measurable successes.

- To date, curriculum revision is the single greatest accomplishment, say 68%, followed by growth in consistency of expectations of staff (54%) and increased accountability (46%).
- Nearly half (46%) of the respondents believe there is a new focus on all students learning—although just 37% of rural residents thought so.

Successes So Far
All Respodents



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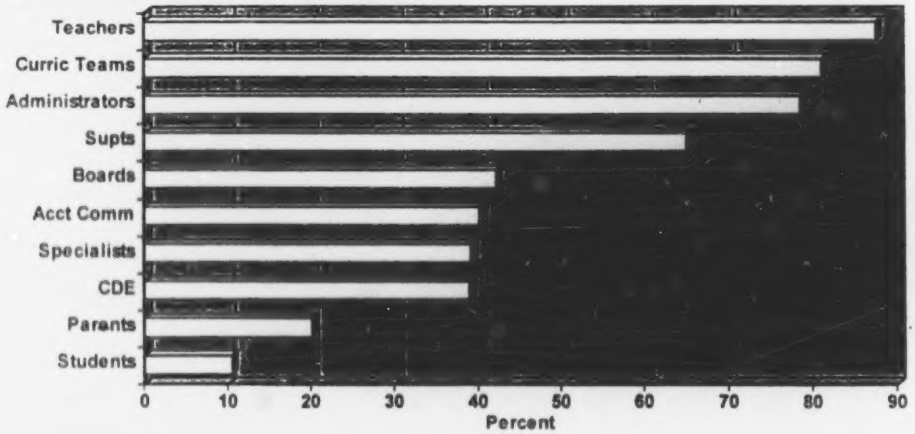
- For parents, their children's success is the bottom line. It is interesting to note that 44% of the parents surveyed indicated that they saw a new focus on all students learning as the most significant change.
- Only 21% overall (and just 16% of city respondents) noted higher-quality staff development as a success story.
- A significant majority of respondents believe there is greater clarity of expectations of staff, citing increased communication, dialogue, faculty awareness, sense of focus, goals, and vision as benefits. One respondent also noted increased expectations of boards of education.
- Except for suburban respondents (35%), less than a quarter believed community/parent expectations were more concrete; and only 14% of rural residents did.

WHO'S INVOLVED IN STANDARDS-DRIVEN EDUCATION?

Planning and implementing standards-driven education is a massive undertaking, ideally involving input, cooperation, and feedback from the community as well as educators and policymakers.

- Teachers, either independently or as part of curriculum writing teams, are seen by nearly 90% of respondents as being most deeply involved in planning and implementation. Next come administrators, around 80% for rural, suburban, and small-city respondents, and 68% for larger cities. Superintendents also play a major role, say 65% of the respondents.

Who's Most Involved? (All Respondents)



- Curriculum teams drive the standards development effort in cities (75%), while administrators (69%) and teachers (57%) take the lead in rural areas. Individual teachers are perceived as development leaders by well over half of respondents—except in cities, where teams of teachers more often write curricula.
- Rural districts and outlying cities rely more heavily on teachers (91%) for planning and implementation, while cities and suburbs are more likely to have the staff resources to assign the task to curriculum teams.

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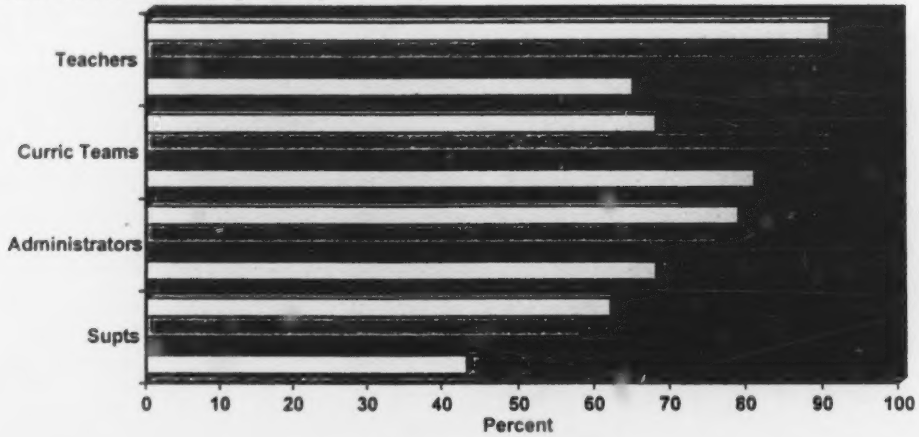
- In cities (40%) and suburbs (43%), specialists (e.g., special educators, school social workers, school nurses) are seen to play a greater leadership role in developing standards.

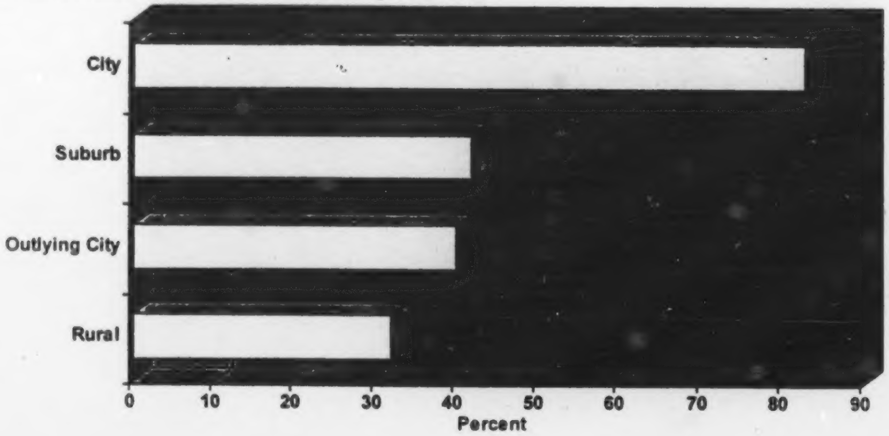
Who's Most Involved? (Top Four By Location)



- Only 16% of those surveyed viewed specialists as key players in planning standards-driven education, and 27% saw specialists as having little or no role. But about the same percentage of respondents saw specialists as leading standards development. It should be noted that access to specialists varies in schools and districts.
- Just under a quarter of all respondents report that they are working to adapt standards for students with special needs, in contrast to 38% of teachers.
- Nearly half the group (47%) report parents as being at least partially involved in planning and implementation, and about 20% of the group believe parents are moderately to highly involved—particularly city respondents (32%).
- Students are reported by more than half (58%) as having little to no involvement. But students are more likely to participate in rural areas (33%) than in large cities (17%).
- Group perception and self-reporting of involvement in planning and implementation mesh fairly well.
- About 78% of all respondents said others were moderately/highly involved, especially suburban respondents (60%). The other groups named included various administrative positions, as well as BOCES, libraries, and the general and business communities.
- Teachers (69%), principals (60%), administrators (70%), and department chairs (70%) are most active on standards committees, while superintendents take the lead in staff training (70%) and community leadership (77%). Department chairs (80%) and principals (72%) also work within their communities.
- Less than half of teachers report a community leadership role, but they are the vanguard in bringing standards to the classroom (75%).
- Learning more about standards is a continuing process for most respondents, evidenced by the 80% of department chairs, 63% of principals, 71% of teachers, and 63% of school board members. And more than half of the parents in the survey also try to keep up to date on standards.

- Overall, respondents were about evenly divided on whether CDE's involvement was partial (35%) or moderate to high (39%). Although 83% of city respondents rated CDE's participation as moderate to high, only 32% of rural residents did. Around 40% of outlying city and suburban respondents rated CDE as being moderately or highly involved.

CDE Involvment in **Standards Development**



WHAT CHANGES CAN WE EXPECT?

Change for the better is the expectation of an overwhelming majority of the survey group. The group shows strong consensus that student achievement and accountability will improve—and the classroom will change dramatically—as a result of standards.

- Fully 80% expect some or significant increases in student achievement. The majority of educators expect some increase, and administrators are especially optimistic—42% of them believe student achievement will improve significantly, as do a third of superintendents.
- A large majority (88% overall) believe accountability will increase as a result of standards. Specifically, respondents expect curricula to align with standards (92% overall) and schools and educators to be held responsible for student progress (71%).
- Parents and the community will be more informed, note 60%.
- About 18% of rural respondents felt accountability would not change with standards—twice the rate of other groups.
- Several respondents commented that students and parents, as well as educators, will be more accountable for student achievement. As one participant wrote, "We are *all* accountable—it's terrific!"

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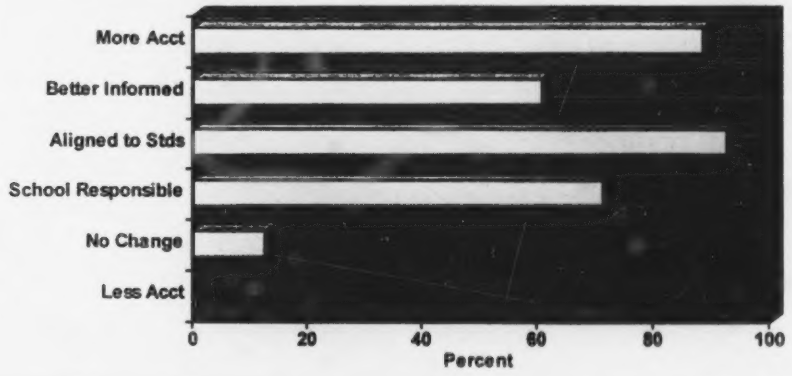
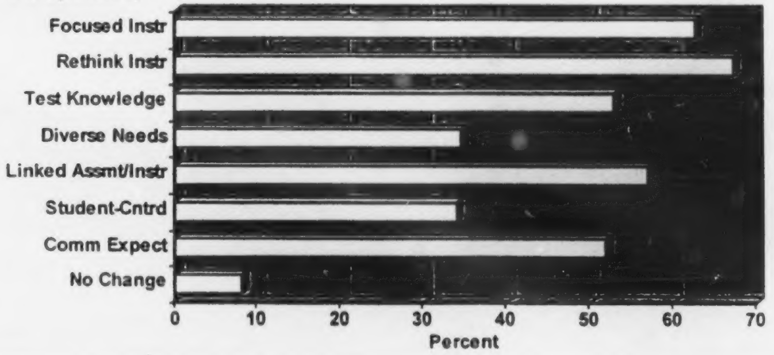
Changing Accountability



- A significant majority of respondents (67%) believe educators will have to rethink lessons and instruction when standards are implemented, with instructional emphasis shifting to district/and state standards (62%).
- Teachers (64%), principals (66%), superintendents (70%), and especially administrators (80%) believe instructional focus will shift.
- Over half of the group believe teachers will be better able to communicate expectations to students.

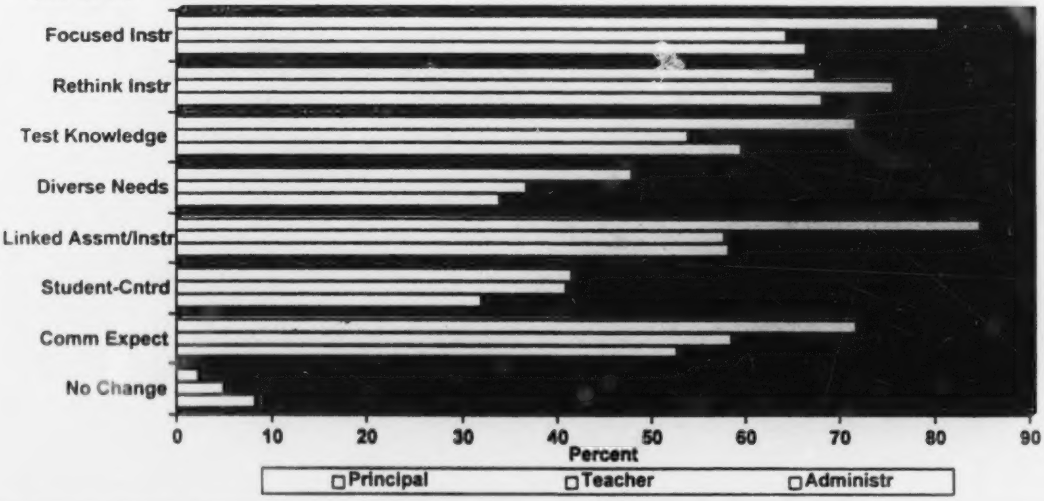
The Changing Classroom
(All Respondents)



- A majority (53%) believe assessments will better test students' knowledge. While the group is generally optimistic that instruction and assessments will be linked (57%), only a third indicated instruction will become student-centered and reflect diverse student needs.
- A small percentage of city respondents (16%) believes there will be no change in the classroom as a result of standards implementation.
- Administrators (85%) predict a strong instruction/assessment link and superintendents (62%), principals (58%) and teachers (58%) expect better connection.

- Administrators (72%) seem confident that teachers will be better able to communicate their expectations to students. So do teachers themselves—59% agree with that statement, as do most principals (53%) and superintendents (49%) .

The Changing Classroom
(Educators)



- The group appears cautiously hopeful that students with special needs will receive more attention with standards-driven education. Nearly half of administrators indicated those students would be better served, and so did more than a third of superintendents, principals, and teachers.
- Over a third of parents indicated that lessons and instruction will change, but only 20% saw a link between instruction and assessments. About a quarter thought teachers would be better equipped to communicate their expectations to students. Just 20% of parents thought education will become student-centered.
- More than a quarter of parents believe standards will have no effect in the classroom.
- Although the respondents seem optimistic—even enthusiastic—about the changes they foresee for the classroom, many cautioned that it's still too early in the process to expect definitive results.

ARE WE READY?

As the focus sharpens on implementing standards-driven education, educators across the state are bringing themselves up to speed through a combination of formal instruction and individual initiative.

- Over half of all respondents say they have received adequate or extensive instruction in standards-driven education.
- More suburban (60%) and outlying city (58%) than city (46%) and rural respondents (44%) report they have received adequate or extensive instruction.

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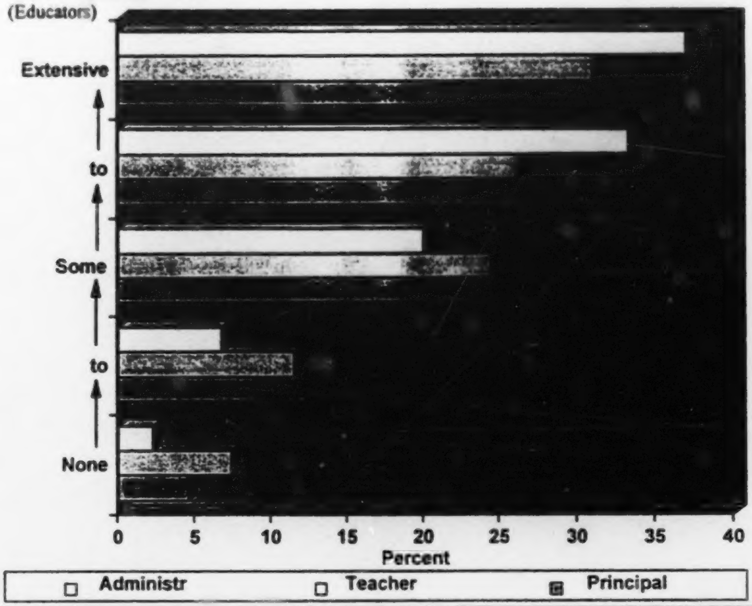
- To date, education leaders have received the most training. Administrators have most training (70%), superintendents (58%), followed by principals and teachers (57%).

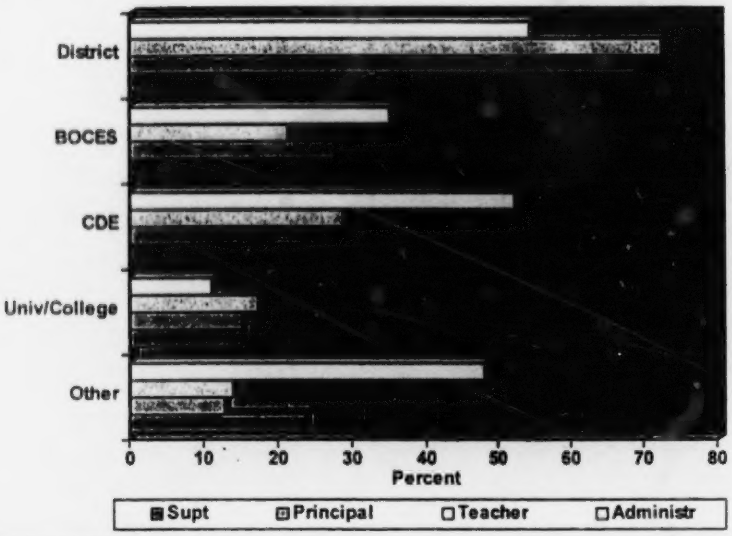
Who's Been Trained?
(Educators)



- A large majority (62%) of parents in the survey reported at least some training in standards-driven education
- Around a third of all respondents have received some instruction, and only 7% say they have received no training at all.
- Of those who have received no training, 14% are city residents, only 5% are suburban.
- All school board members surveyed report having a little or some exposure to standards-driven education training.

- Far and away, school districts lead in providing training for standards-driven education: 62% reported receiving training at the district level, especially suburban (80%) and outlying city (76%) respondents.
- About 43% of rural respondents received training from their districts; rural residents also turned to BOCES (46%) and CDE (37%) more often than city and suburban residents.
- Administrators (52%) and superintendents (48%) were trained by CDE, and approximately one-quarter of principals and teachers also reported drawing on this resource.
- Department chairs (40%) were much more likely than any other group to have received training from university or college programs.

Who Trained Them?
(Educators)



- Nearly three quarters of teachers and principals received training from their districts; so did more than half of the superintendents and administrators.
- Roughly a quarter of principals and teachers and a third of administrators also obtained instruction from BOCES.
- Many reported supplementing formal instruction with information from other sources, particularly personal reading and research, hands-on activities, workshops, in-services, state committees, grants, and consultants.

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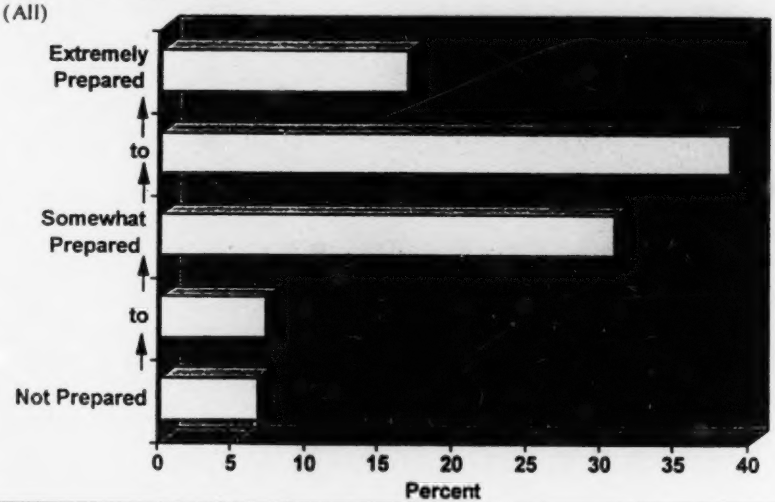
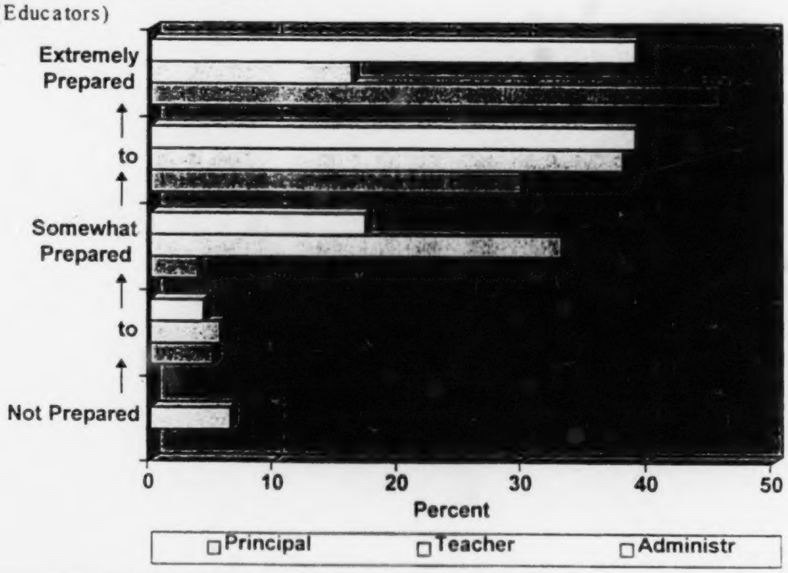
Readiness for Standards
(All)



- Across the board, 69% of respondents consider themselves somewhat prepared or prepared to move to a standards-driven system. Less than a quarter report being extremely prepared.
- Perhaps as a result of their training, department chairs (80%), superintendents (76%), and teachers (72%), feel somewhat or moderately prepared—and 46% of principals indicate they are extremely prepared!

Readiness for Standards
(Educators)



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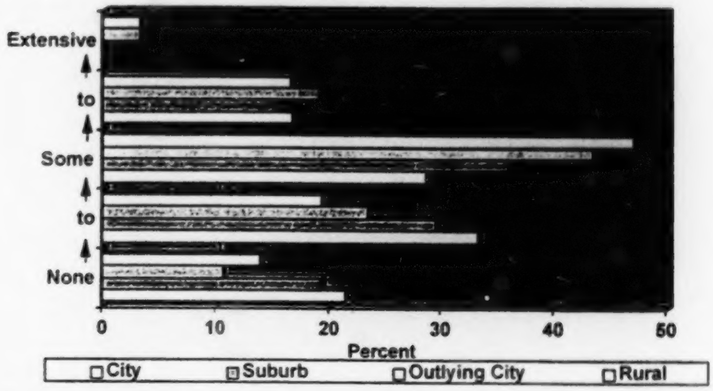
- City (20%) and rural (15%) respondents are more likely to report they are not ready or only slightly ready to work within a standards-driven system.
- Accountability committee members seem to be on the fence: roughly half indicate they are not or only partially prepared, and the other half somewhat to extremely prepared.
- Only 7% of teachers say they are not prepared for standards.

WHAT ASSISTANCE IS NEEDED?

Respondents were asked to rate CDE's assistance to date in helping them create standards-driven systems and also to define what supports would be most beneficial to them as they enter the implementation phase of standards-driven education.

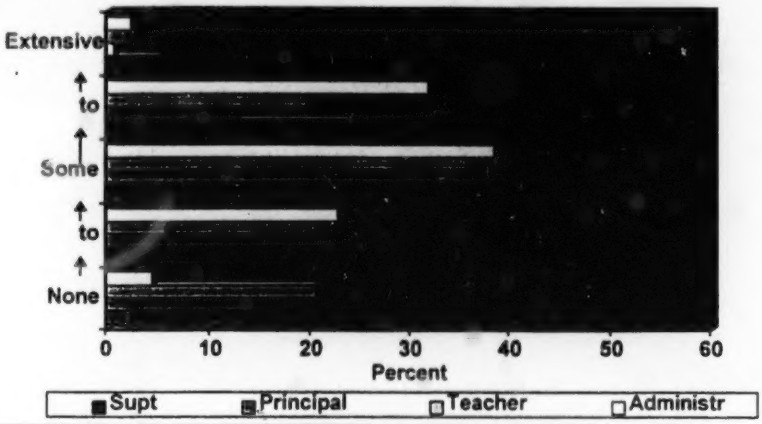
- A majority (58%) indicated that CDE has provided some to moderate support; more rural (64%) and outlying city respondents (62%) called on CDE than suburban (51%) or large-city residents (45%).

CDE Support
(By Locale)



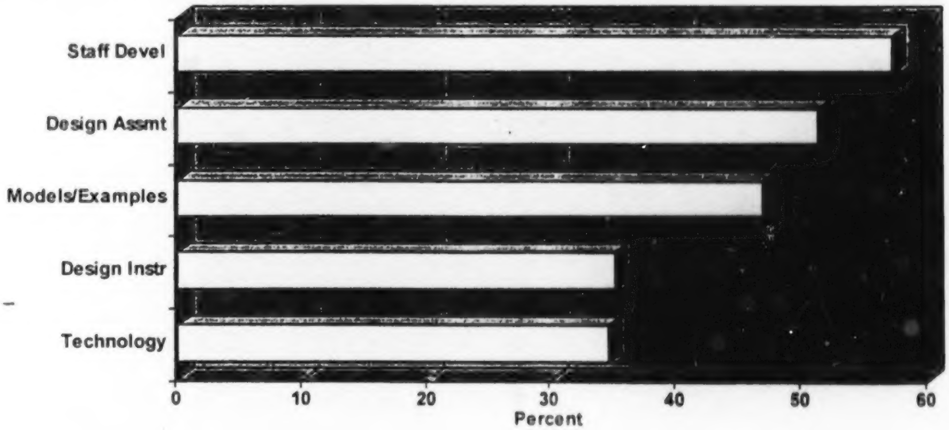
- Nearly a third of superintendents reported having received extensive support from CDE; so did 33% of administrators and 21% of teachers.
- And more than three-quarters of superintendents report having received some to moderate CDE assistance, as did half of the school board and accountability members surveyed.

CDE Support
(By Role)



- The respondents' top five needs from CDE are staff development (57%), help in designing assessments (51%), examples of successful assessments (47%), help in designing instruction (35%), and help in bringing technology into the classroom (35%).

How CDE Can Help: Top Five Needs
(All Respondents)



- For all but rural respondents, staff development runs about 15 percentage points ahead of the next most frequent priority, help in designing assessments. Help in designing assessments is rural residents' first priority, but only slightly ahead of staff development.
- Department chairs (70%), teachers (67%) and principals (64%) consider staff development their greatest need.
- Administrators give a slight edge (59%) to help in designing assessments, but staff development is a close second (52%).

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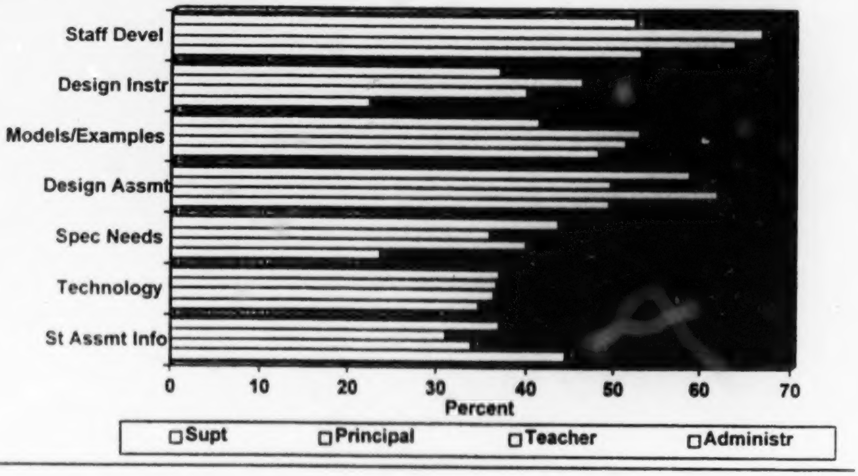
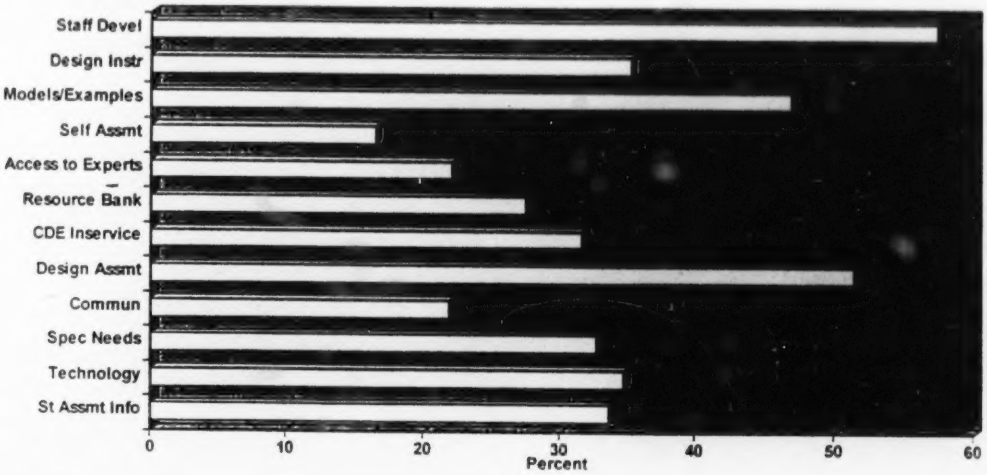
How CDE Can Help: Top Needs
(Eduators)



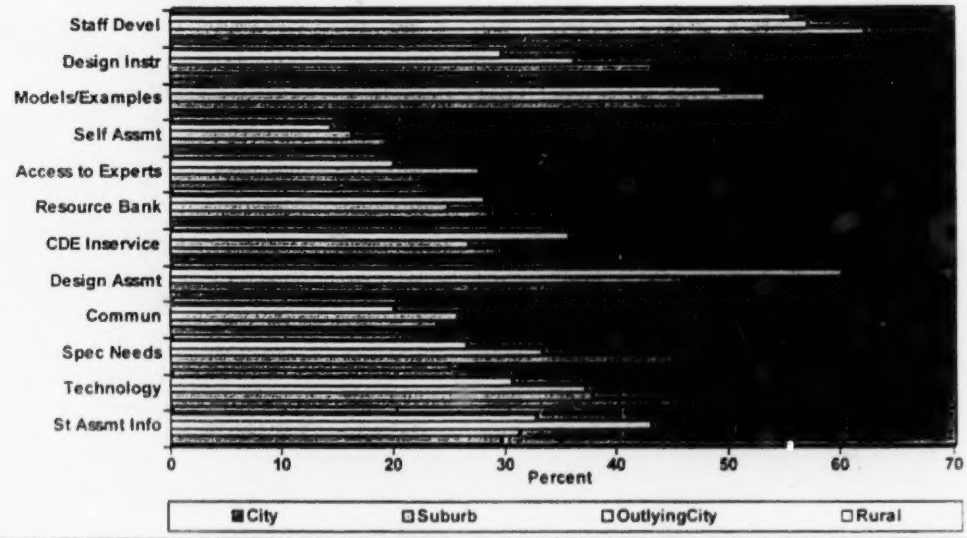
- Help with designing assessments, accompanied by models and examples, ranks second or third with most educators. Next comes help with instructional design.
- Although including students with special needs in standards ranked seventh overall, that was the fourth most important need for suburban residents. It was the third priority for administrators and tied for fourth (with help designing assessments) for principals. For teachers, this item ranked sixth.

How CDE Can Help: All Needs
(All Respondents)



- For most educators, help with integrating technology was the fifth priority, but administrators wanted more CDE in-service opportunities—as did department chairs, who marked in-service #2 on their request list.
- For superintendents, the CDE resource bank was the fifth priority, tied with technology assistance.
- If this survey is an indication, access to experts and self-assessment assistance are viewed as less important at this stage of standards implementation. Administrators (28%) and principals (28%) are more likely than others to want outside expertise, but well under 20% of either group wants help with self-assessment.

How CDE Can Help: All Needs
(All Respondents by Locale)



SUMMING IT UP

In general, progress toward developing first-round content standards and related assessments in Colorado is steady and on course.

Development of content-aligned assessments is moving somewhat slower, but reports are still encouraging. While only a small percentage of respondents report having fully implemented assessments, the vast majority are making headway.

Great expectations. Survey respondents seem to have high hopes for standards-driven education, based on results to date and on their broader expectations for positive change. For example, they have already seen enough curriculum revision to convince a substantial majority that standards will set the stage for greater achievement and broader accountability. They expect assessments to be linked to instruction and to better measure students' knowledge. They also believe communication in the classroom and to the community will improve.

Whether standards and assessments will focus more attention on students with special needs—or whether education will be more-student centered in general—remains to be seen. Only about a third of the group expect significant improvement in those areas.

Overcoming Obstacles. Barriers, of course, exist. But the respondents seem to find most of them manageable. The three most troublesome barriers should come as no surprise: by a wide margin, lack of time was the greatest stumbling block. Next was a need for staff development—respondents want to keep up to speed on these complex issues. Funding, for staff preparation and for implementation, came in third.

Yet despite some obstacles, the educators say they are ready to meet the challenges. Over half report having had adequate or extensive instruction, with most crediting their school districts with providing the bulk of their training. Other resources included *Partnerships/Goals 2000*, CONNECT, in-services and workshops—and a lot of individual initiative.

How CDE Can Help. More than half of the respondents want the Department of Education to provide staff development opportunities in the form of in-service and other programs. Most urgently, they want help in designing instruction and assessments, as well as examples to use as templates for their own work.

Then they want training and support for integrating technology into the classroom and more information about how standards and assessments are being implemented statewide.

Over the next year, the Colorado Department of Education will be focusing extra attention on the respondents' most urgent needs. In the meantime, it is hoped that districts will find this information of practical use in standards planning and implementation.

Appendix

Survey Instrument

STATE OF COLORADO

COLORADO DEPARTMENT OF EDUCATION

201 East Colfax Avenue
Denver, CO 80203-1704
FAX (303) 830-0793

Richard A. Laughlin
Acting Commissioner
of Education

September 16, 1996

Dear School Principal,

Your school has been randomly chosen to participate in a needs assessment on standards and assessment. We are requesting that you complete the survey, as well as select a teacher and a parent/community member to complete the survey. Additional surveys have been included.

As you may know, all districts throughout Colorado are in the process of planning and/or implementing "standard-based education". In fact, House Bill 93-1313 (the education reform bill) states that all districts must adopt local content standards by January 1997.

In order to provide support for local school improvement efforts, the Colorado Department of Education (CDE) is gathering information on local needs. The attached survey is one way we are gathering this information. The survey questions are focused on (1) districts' progress in developing standards, (2) the groups that are leading the development and implementation of standards, (3) the impact of standards thus far, (4) overall training needs and (5) assistance needed from CDE. Your feedback is vital as we plan our actions in supporting local efforts.

Your participation in this needs assessment is voluntary and anonymous. Your response to this survey will not be used to hold your district accountable for complying with HB 93-1313. The data gathered will be used for information purposes only. *If you have already completed and returned this survey, please do **not** do so again.* You may, however, give the survey to another person. A report conveying the results from this assessment will be made available to any interested party.

Please mail your survey directly to CDE (the address has been preprinted on the back of the survey). If you would also collect the other participants' surveys and include that with your mailing that would be extremely helpful. Please return your survey(s) as quickly as possible, but no later than Friday, October 4, 1996. If you have any questions, please contact us (303/866-6791).

Thank you for your cooperation!

Sincerely,

Lisa Gorden Medler
Colorado Department of Education
Standards Project Team

Faye Gibson
Colorado Department of Education
Standards Project Team

cde **May 1996** ***For informational purposes only***

Standards Survey

Please complete this survey as honestly as possible. Your responses are anonymous and will not be used to hold your district accountable for its progress in implementing HB 93-1313 (Standards-Based Education).

1. How far has your district progressed in developing "first tier" local content standards (Reading, Writing, Mathematics, Science, Geography, History)?

☐ Not Started ☐ Just Started ☐ In Progress ☐ Near Completion ☐ Adopted Standards ☐ Don't Know

2. How far has your district progressed in preparing assessments aligned to the content standards?

☐ Not Started ☐ Just Started ☐ In Progress ☐ Near Completion ☐ Assessments Developed ☐ Don't Know

3. What are the barriers your district has encountered while changing to a standards-driven system? (*Mark the __three__ most significant barriers.*)

☐ Time constraints
☐ Lack of clarity from state
☐ Insufficient educator understanding
☐ Lack of and/or inadequate staff development opportunities
☐ Lack of local expertise/ Access to "experts"
☐ Other: ______________________________
☐ Resistance to change/ Lack of "buy-in"
☐ Inadequate funding and resources
☐ District direction and/or support
☐ Communication between parents/community members and schools
☐ No barriers

4. What successes have occurred in changing to a standards-driven system? (*Mark all that apply.*)

☐ Increased accountability
☐ Revision of Curriculum/Instruction
☐ Consistency of expectations for district staff
☐ Other: ______________________________
☐ Focus on ALL students learning
☐ Higher quality staff development
☐ Consistency of expectations among community/parents

5. What level of involvement do the following groups have in planning and implementing your standards-driven system? (*Mark the box that best describes each population.*)

	No Involvement		Partial Involvement	High Involvement		Unknown
Accountability Committee	[1]	[2]	[3]	[4]	[5]	☐
Administrators	[1]	[2]	[3]	[4]	[5]	☐
Board Members	[1]	[2]	[3]	[4]	[5]	☐
Colorado Department of Education (CDE)	[1]	[2]	[3]	[4]	[5]	☐
Curriculum Writing Teams	[1]	[2]	[3]	[4]	[5]	☐
Parents	[1]	[2]	[3]	[4]	[5]	☐
Students	[1]	[2]	[3]	[4]	[5]	☐
Support Staff /Specialists	[1]	[2]	[3]	[4]	[5]	☐
Superintendent	[1]	[2]	[3]	[4]	[5]	☐
Teachers	[1]	[2]	[3]	[4]	[5]	☐
Other:________________	[1]	[2]	[3]	[4]	[5]	☐

6. Who is leading the development and implementation of standards in your district? (*Mark all that apply.*)

- ☐ Accountability Committee
- ☐ Administrators
- ☐ Board Members
- ☐ CDE
- ☐ Curriculum Writing Teams
- ☐ Other: ____________________
- ☐ Parents
- ☐ Students
- ☐ Superintendent
- ☐ Support Staff/Specialists
- ☐ Teachers

7. What is your role in implementing standards? (*Mark all that apply.*)

- ☐ Participating on a standards committee
- ☐ Using the standards and assessments in my classroom
- ☐ Working to adapt standards and assessment to students with special needs
- ☐ Providing staff development trainings
- ☐ Working with the community, parents and educators in a leadership role
- ☐ Learning about standards
- ☐ No role
- ☐ Other: ____________________

8. How do you foresee standards-driven education affecting student achievement? (*Mark the box that best describes your opinion.*)

Will Significantly Hinder Student Achievement		No Effect on Student Achievement		Will Significantly Increase Student Achievement
[1]	[2]	[3]	[4]	[5]

9. How do you foresee accountability changing with standards-driven education? (*Mark all that apply.*)

- ☐ There will be increased accountability, through the following way(s):
  - ☐ Parents and the community will be more informed.
  - ☐ Curriculum will be closely aligned with standards.
  - ☐ Schools will be held responsible for student progress.
  - ☐ Other: ____________________
- ☐ There will be no change in accountability.
- ☐ There will be less accountability.

10. How is the classroom changing as a result of standards implementation? (*Mark all that apply.*)

- ☐ Instruction focused on district/state standards
- ☐ Rethinking lessons and instruction
- ☐ More authentic assessments (testing district curriculum)
- ☐ More focus on recognizing and meeting diverse needs of students
- ☐ Other: ____________________
- ☐ Assessments and instruction integrally linked
- ☐ Student-centered instruction
- ☐ Teachers better able to communicate expectations of students
- ☐ No Change

11. How much training have you received on standards-driven education? (*Mark the box which best describes your situation.*)

No Training		Some Training		Extensive Training
[1]	[2]	[3]	[4]	[5]

12. Where have you received most of your training on standards-driven education? (*Mark all that apply.*)

- ☐ District
- ☐ BOCES
- ☐ No training received
- ☐ CDE
- ☐ University/Community College
- ☐ Other: ______________________________

13. How prepared do you feel to work/participate in a standards-driven system? (*Mark the box that best describes your situation.*)

Not Prepared		Somewhat Prepared		Extremely Prepared
[1]	[2]	[3]	[4]	[5]

14. What level of support have you received from CDE in creating a standards-driven system? (*Mark the box that best describes your situation.*)

No Support		Some Support		Extensive Support
[1]	[2]	[3]	[4]	[5]

Please explain.

15. What type of assistance would be helpful in implementing standards in the future? (*Mark the* ***four*** *most helpful types of assistance*)

- ☐ District staff development opportunities
- ☐ Help designing units of instruction
- ☐ Models and examples of success
- ☐ Self-assessments
- ☐ Resource list of "experts"/Coordinated pool of speakers
- ☐ Continue the Standards and Assessment Resource Bank (CD-ROM)
- ☐ Other: ________________________
- ☐ CDE inservices and trainings
- ☐ Help designing assessments
- ☐ More effective statewide communication system
- ☐ State assessment information (time frame, format)
- ☐ Help including students with special needs in standards
- ☐ Training and support on integrating technology
- ☐ Other: ________________________

Any other comments?

How many students are served in your district?

- ☐ 0 - 300
- ☐ 301 - 600
- ☐ 601 - 1,200
- ☐ 1,201 - 6,000
- ☐ 6,001 - 25,000
- ☐ Over 25,000

Which classification best describes your community?

- ☐ Central city of a metropolitan area
- ☐ Suburban
- ☐ Outlying city or town
- ☐ Rural

Your Title: ________________________ Subject Area: ____________ School level: ______
(If applicable) (If applicable)

Appendix
Data Sheets

Respondent Demographics

Number of Students in District:

0-300 14.6% 601-1,200 8.3% 6,001-25,000 18.4%

301-600 12.6% 1,201-6,000 27.3% >25,000 18.8%

Community Classification

Central city/metro 8.9% Suburb 27.7% Outlying City/Town 21.2% Rural 39.5 %

** Section 1 (District progress in developing first round content standards) was not tabulated as all 176 Colorado school districts adopted local content standards by January 1997.

2. Progress in Preparing Assessments Aligned to Standards (% of all respondents)

Locale	1-NotStarted	2-JustStarted	3-InProgress	4-NearCompl	5-Developed
All	10.3	25.6	44.4	13.4	6.3
City	9.3	14.0	46.5	23.3	7.0
Suburb	5.7	17.7	47.5	19.1	9.9
OutlyingCity	6.8	25.2	48.5	10.7	8.7
Rural	16.8	34.6	38.4	7.6	2.7
Role	1-NotStarted	2-JustStarted	3-InProgress	4-NearCompl	5-Developed
DeptChair	30	30	10	30	–
Supt	12.3	35.8	37.0	9.9	4.9
Principal	10.3	25.0	41.7	16.7	6.4
Teacher	9.5	19.0	49.1	14.7	7.8
Parent	5.6	16.7	66.7	5.6	5.6
Administr	8.7	30.4	47.8	8.7	4.3
Accountab	11.8	11.8	52.9	11.8	11.8
School Boards	12.5	25.0	37.5	25.0	–
Other	–	40	20	–	40

3) Barriers to Changing to a Standards-Driven System (% of those responding)

Locale	1-Time	2-Clarity	3-Undrstndg	4-StDevel	5-Expertise	6-Other	7-Buy-in	8-Funds	9-Support	10-Comm	11-NoBarriers
All	73.9	23.4	21.8	40.5	15.1	11.8	32.4	34.6	10.6	12.0	4.2
City	61.4	22.7	22.7	54.5	13.6	4.5	34.1	34.1	11.4	9.1	4.5
Suburb	76.2	20.5	17.2	35.1	6.6	15.2	33.1	43.0	9.3	23.8	1.3
OutlyingCity	71.	19.0	23.8	47.6	16.2	13.3	34.3	39.0	11.4	3.8	6.7
Rural	77.6	27.6	25.0	40.3	21.9	9.7	30.6	26.0	11.7	7.7	5.1
Role	1-Time	2-Clarity	3-Undrstndg	4-StDevel	5-Expertise	6-Other	7-Buy-in	8-Funds	9-Support	10-Comm	11-NoBarriers
DeptChair	50	40	20	20	20	10	30	20	–	20	10
Supt	75.3	14.8	23.5	46.9	25.9	12.3	21.0	42.0	6.2	8.6	9.9
Principal	79.4	24.4	20.6	47.5	12.5	11.3	31.9	37.5	12.5	8.8	1.3
Teacher	82.1	22.8	27.6	40.7	13.8	8.1	40.7	28.5	9.8	9.8	4.1
Parent	44.0	12.0	8.0	20	4.0	28.0	24.0	32.0	12.0	44.0	4.0
Administr	71.7	28.3	28.3	37.0	13.0	13.0	34.8	34.8	17.4	17.4	0
Accountab	31.8	18.2	0	27.3	9.1	22.7	45.5	18.2	22.7	9.1	13.6
School Boards	75.0	12.5	25.0	12.5	25	0	25.0	12.5	0	0	12.5
Other	60	20	40	60	20	0	0	40	0	20	0

4) Successes in Changing to a Standards-Driven System (% responding)

Locale	1-IncrAcct	2-Revision	3-Expt ofStaff	4-Other	5-AllStudents	6-HiQStfDev	7-ExpctComm	NUMBER:
All	46.3	67.6	54.4	11.2	46.1	20.5	23.2	518
City	43.2	56.8	50.0	18.2	50.0	15.9	20.5	44
Suburb	57.6	66.2	58.3	12.6	51.0	21.9	35.1	151
OutlyingCity	47.6	73.3	61.0	11.4	51.4	20.0	26.7	105
Rural	36.7	67.3	49.5	9.2	37.2	20.4	13.8	196
Role	1-IncrAcct	2-Revision	3-Expt ofStaff	4-Other	5-AllStudents	6-HiQStfDev	7-ExpctComm	
DeptChair	30	80	60	10	40	10	10	10
Supt	43.2	72.8	49.4	11.1	48.1	23.5	22.2	81
Principal	46.9	68.1	55.6	9.4	46.3	17.5	25.0	160
Teacher	47.2	72.4	56.9	9.8	45.5	17.1	19.5	123
Parent	36.0	28.0	20.0	20.0	44.0	20.0	28.0	25
Administr	58.7	78.3	73.9	13.0	60.9	39.1	32.6	46
Accountab	45.5	50.0	50.0	18.2	27.3	13.6	22.7	22
School Boards	37.5	62.5	37.5	12.5	25.0	25.0	25.0	8
Other	60	80	60	20	40	0	40	5

5. Level of Involvement in Planning and Implementation

Locale	1-AcctComm					2-Admin					3-Board					4-CDE					5-CurricWriters					6-Parents					7-Students					8-SupStaf/Spec					9-Supts					10-Teachers					10-Others				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
All	7.7	12.2	40.0	26.9	13.2	1.2	3.2	17.0	34.5	44.1	5.7	15.8	37.1	25.9	15.6	7.5	19.2	34.6	20.6	18.2	5.6	4.1	9.3	24.2	56.8	9.9	23.1	47.1	16.1	3.7	25.8	32.6	31.3	9.0	1.3	10.8	16.8	33.2	23.7	15.5	5.8	7.7	21.7	25.7	39.2	.4	1.4	10.8	29.1	58.3	5.0	2.5	15.0	32.5	45.0
City	13.2	10.5	26.3	34.2	15.8	2.3	4.7	25.6	32.6	34.9	2.7	10.8	32.1	29.7	24.3	2.8	8.3	63.1	19.4	33.3	2.2	4.7	11.6	18.6	62.8	7.3	24.4	36.6	22.0	9.8	32.5	40.0	17.5	10.1	-	5.0	17.5	35.0	22.5	20.0	2.9	8.8	23.5	23.5	41.2	-	2.5	32.5	17.5	47.5	20	20	-	40	20
Burb	3.0	14.2	35.8	31.3	15.7	-	3.5	13.2	36.8	46.5	-	9.5	31.7	31.0	27.8	4.8	22.9	30.5	21.9	20.0	1.5	1.5	6.9	22.1	67.9	4.2	26.6	45.5	20.3	3.5	19.2	30.8	31.5	15.4	3.1	5.1	13.2	29.4	30.1	22.1	4.9	4.9	25.2	22.8	42.3	-	2.1	10.3	29.5	58.2	-	-	10.0	30.0	60.0
Outl.	9.7	11.8	43.0	23.7	11.8	1.0	2.0	21.0	42.0	34.0	3.4	16.9	42.7	27.0	10.1	4.9	14.6	40.2	23.2	17.1	2.0	-	7.1	28.3	62.6	10.5	18.9	53.7	14.7	2.1	24.5	37.2	31.9	6.4	-	9.3	15.5	37.1	22.7	15.5	1.1	11.1	20.0	31.7	31.1	1.0	1.0	7.8	35.9	54.4	9.1	-	18.2	36.4	36.4
Rural	8.7	12.0	44.0	23.4	12.0	2.1	3.1	15.6	29.7	49.5	11.8	21.0	39.8	18.8	8.6	12.1	21.2	34.5	20.0	12.1	11.8	8.2	11.2	24.7	44.1	15.7	23.8	45.9	10.8	3.8	30.1	30.6	33.3	4.8	1.1	16.7	20.7	34.5	19.0	9.2	9.1	8.6	20.9	21.4	40.1	.5	1.1	7.4	28.4	62.6	-	-	25.0	25	50

Role	1-AcctComm					2-Admin					3-Board					4-CDE					5-CurricWriters					6-Parents					7-Students					8-SupStaf/Spec					9-Supts					10-Teachers					10-Others				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Chair	28.6	-	42.9	14.3	14.3	-	11.1	44.4	22.2	22.2	-	11.1	44.4	22.2	22.2	12.5	25.0	37.5	-	25.0	12.5	12.5	25.0	12.5	37.5	22.2	-	66.7	11.1	-	25.0	12.5	62.5	-	-	-	25.0	62.5	-	12.5	-	12.5	37.5	12.5	37.5	-	-	20	20	60	-	-	-	-	-
Supt	2.5	11.1	46.9	27.2	12.3	-	1.2	6.2	34.6	58.0	1.2	9.9	56.8	27.2	4.9	11.7	24.7	46.8	9.1	7.8	6.5	5.2	9.1	26.0	53.2	3.7	21.0	53.1	19.8	2.5	13.8	36.3	46.3	2.5	1.3	11.5	16.7	35.9	24.4	11.5	-	7.4	13.6	27.2	51.9	-	1.2	2.5	22.5	74.1	-	-	20.0	40.0	40.0
Prin	7.2	13.1	37.3	28.1	14.4	1.3	3.2	14.6	29.9	51.0	4.2	18.2	30.8	23.8	23.1	5.7	24.4	31.7	20.3	17.9	4.1	4.1	6.8	25.2	59.9	7.2	26.3	43.4	17.8	5.3	17.6	40.1	26.1	14.1	2.1	90.	20.0	30.3	24.8	15.9	7.5	8.9	21.2	22.6	39.7	-	2.6	5.2	29.2	63.0	5.6	-	11.1	38.9	44.4
Tchr	11.6	13.7	42.1	21.1	11.6	1.7	5.1	20.5	44.4	28.2	8.6	16.2	34.3	26.7	14.3	4.3	5.4	30.1	34.4	25.8	6.3	3.6	8.1	26.1	55.9	19.1	22.7	45.5	10.0	2.7	38.9	28.3	23.0	8.8	.9	11.9	16.5	32.1	24.8	14.7	3.2	5.4	29.0	32.3	30.1	.8	-	20.8	35.0	43.3	-	-	33.3	33.3	33.3
Parent	-	-	26.3	52.6	21.1	-	4.8	19.0	33.0	42.9	13.3	26.7	6.7	33.3	20.0	-	9.1	18.2	54.5	18.2	-	-	6.3	37.5	56.3	13.0	26.1	34.8	17.4	8.7	36.4	13.6	40.9	4.5	4.5	11.8	9.9	23.5	23.5	35.3	67	-	33.3	13.3	46.7	-	4.8	9.5	23.8	61.9	-	-	50	-	50
Admin	4.7	20.9	44.2	25.6	4.7	2.2	-	28.9	35.6	33.3	4.5	13.6	43.2	34.1	4.5	7.9	18.4	52.6	10.5	10.5	4.7	4.7	11.6	11.6	67.4	2.3	32.6	44.2	16.3	4.7	25.6	32.6	34.9	7.0	-	2.3	13.6	36.4	20.5	27.3	7.1	9.5	26.2	28.6	28.6	-	2.2	13.3	24.4	60.0	-	2.5	-	25	50
Acct	15.0	10.0	40.0	20.0	15.0	4.8	4.8	19.0	23.8	47.6	23.5	17.6	11.8	11.8	35.3	15.4	23.1	15.4	15.4	30.8	12.5	6.3	6.3	37.5	37.5	23.5	17.6	47.1	11.8	-	53.3	26.7	20.0	-	-	33.3	-	27.8	27.8	11.1	21.1	-	21.1	15.8	42.1	5.0	-	10	35	50	-	-	-	100	-
Board	-	12.5	50	25	12.5	-	-	12.5	50	37.5	-	12.5	75	-	12.5	28.6	14.3	28.6	28.6	-	12.5	-	12.5	25.0	50.0	-	12.5	62.5	12.5	12.5	25	25	37.5	12.5	-	-	12.5	75	12.5	-	12.5	-	-	25	62.5	-	-	12.5	50.0	37.5	-	-	50	50	-
Other	40	-	-	20	40	-	-	20	-	80	25	-	-	50	25	20	20	-	-	60	20	-	40	-	40	20	20	60	-	-	25	25	25	25	-	20	-	40	40	-	20	-	20	40	20	-	-	-	40	60	-	-	-	-	100

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6. Who is Leading Development and Implementation of Standards (% of those responding)

Locale	1-AcctComm	2-Admin	3-Board	4-CDE	5-CurricWritrs	6-Other	7-Parents	8-Students	9-Supts	10-Specialists	11-Teachers
All	21.8	68.0	18.5	11.0	53.1	9.8	8.7	2.7	45.8	26.1	55.6
City	20.5	61.4	27.3	6.8	75.0	6.8	18.2	–	43.2	40.9	43.2
Suburb	17.2	69.5	25.8	13.2	65.6	9.3	9.3	4.6	39.7	43.0	55.6
OutlyingCity	20.0	68.6	12.4	9.5	62.9	11.4	6.7	1.9	51.4	21.0	52.4
Rural	27	68.9	14.3	11.2	33.7	9.2	5.6	2.0	49.5	12.8	57.1
Role	1-AcctComm	2-Admin	3-Board	4-CDE	5-CurricWritrs	6-Other	7-Parents	8-Students	9-Supts	10-Specialists	11-Teachers
DeptChair	10	40	20	10	40	0	10	0	40	30	80
Supt	30.9	77.8	16.0	7.4	35.8	13.6	12.3	4.9	76.5	13.6	50.6
Principal	21.3	68.8	20.6	13.1	60.0	8.1	9.4	3.1	42.5	33.1	56.3
Teacher	15.4	62.6	17.1	14.6	61.8	4.9	2.4	1.6	35.8	31.7	61.0
Parent	32	68	16	16	44	16	4	8	32	20	44
Administr	8.7	67.4	15.2	6.5	63	21.7	13.0	0	41.3	28.3	54.3
Accountab	22.7	68.2	9.1	4.5	36.4	4.5	9.1	0	31.8	22.7	50
School Boards	50	75	50	0	40	12.5	12.5	0	87.5	25	50
Other	60	60	40	40	50	0	20	0	20	20	80

7. What is Your Role in Implementing Standards? (% of those responding)

Locale	1-StdsComm	2-InClass	3-SpecNeeds	4-StaffTrain	5-ComLeader	6-Learning	7-NoRole	8-Other
All	57.3	29.0	23.2	51.9	57.9	56.2	3.3	10.7
City	52.3	25.0	25.0	40.9	56.8	68.2	4.5	9.1
Suburb	55.6	36.4	23.8	51.7	60.9	58.9	4.0	14.6
OutlyingCity	61.9	25.7	20.0	54.3	63.8	45.7	3.8	8.6
Rural	57.1	24.0	21.9	53.6	54.1	56.6	2.0	8.2
Role	1-StdsComm	2-InClass	3-SpecNeeds	4-StaffTrain	5-ComLeader	6-Learning	7-NoRole	8-Other
DeptChair	70	80	20	10	10	80	0	0
Supt	46.9	3.7	19.8	70.4	76.5	39.5	0	7.4
Principal	60.0	16.9	18.1	63.8	71.9	63.1	1.3	8.8
Teacher	69.1	75.6	38.2	45.5	39.8	70.7	.8	4.9
Parent	24	0	0	4.0	12	56	24	20
Administr	69.6	15.2	30.4	65.2	76.1	28.3	2.2	17.4
Accountab	40.9	0	9.1	4.5	31.8	50	13.6	27.3
School Boards	12.5	0	0	0	37.5	62.5	12.5	25
Other	40	40	20	60	80	40	0	20

8. How Will SBE Affect Student Achievement? (% of all respondents)

Locale	1-SignHinder	2-SomeHinder	3-NoEffect	4-SomeIncr	5SignIncrease	NUMBER:
All	.8	1.2	17.8	52.9	27.3	518
City	–	–	18.6	51.2	30.2	44
Suburb	–	2.7	13.7	52.1	31.5	151
OutlyingCity	1.0	1.0	14.7	55.9	27.5	105
Rural	1.6	.5	23.4	52.1	22.3	196
Role	1-SignHinder	2-SomeHinder	3-NoEffect	4-SomeIncr	5SignIncrease	
DeptChair	–	11.1	–	66.7	22.2	10
Supt	1.2	–	23.5	42.0	33.3	81
Principal	–	1.9	14.9	61.7	21.4	160
Teacher	–	–	18.2	52.9	28.9	123
Parent	4.5	–	18.2	50	12	25
Administr	–	2.2	6.7	48.9	42.2	46
Accountab	4.5	–	23.8	42.9	28.6	22
School Boards	–	–	42.9	42.9	14.3	8
Other	–	–	20	60	20	5

9. How Will Accountability Change with Standards-Driven Education?

Locale	1-IncrAcct	2-Informed	3-Aligned	4-SchoolResp	5-Other	6-NoChange	7-LessAcct
All	88.4	60.5	92.4	71.0	11.1	12.2	.4
City	95.5	54.8	92.9	64.3	9.5	4.5	0
Suburb	91.4	62.3	90.6	72.5	12.3	9.9	.7
OutlyingCity	88.6	66.7	92.5	76.3	10.8	9.5	1.0
Rural	83.2	55.2	93.9	66.3	10.4	17.9	0
Role	1-IncrAcct	2-Informed	3-Aligned	4-SchoolResp	5-Other	6-NoChange	7-LessAcct
DeptChair	80	37.5	100	75	0	20	0
Supt	81.5	72.7	90.9	75.8	9.1	24.7	0
Principal	88.8	60.6	93.7	69.0	11.3	10	.6
Teacher	94.3	51.7	93.1	71.6	9.5	5.7	0
Parent	88	54.5	72.7	50	18.2	12.0	0
Administr	93.5	83.7	93.5	76.7	18.6	4.3	0
Accountab	81.8	55.6	100	72.2	0	13.6	0
School Boards	100	62.5	50	50	12.5	0	0
Other	100	80	80	80	40	20	0

10. How is the Classroom Changing as a Result of Standards Implementation? (% of those responding)

Locale	1-InstrcFocus	2-Rethink	3-Authentic	4-Diverse	5-Other	6-Linked	7-StudntCntrd	8-Expect	9-No Change	NUMBER:
All0	62.7	67.2	52.9	34.6	6.9	56.9	34.0	51.9	8.1	518
City	54.5	63.6	50.0	25.0	13.6	52.3	27.3	45.5	15.9	44
Suburb	72.2	68.2	55.6	44.4	5.3	58.3	38.4	62.9	6.6	151
OutlyingCity	68.6	72.4	64.8	34.3	6.7	67.6	36.2	58.1	7.6	105
Rural	54.1	63.3	44.4	29.6	7.1	50	30.6	41.3	8.7	196
Role	1-InstrcFocus	2-Rethink	3-Authentic	4-Diverse	5-Other	6-Linked	7-StudntCntrd	8-Expect	9-No Change	
DeptChair	30	80	60	10	10	50	20	20	0	10
Supt	70.4	77.8	54.3	39.5	3.7	61.7	37.0	49.4	7.4	81
Principal	66.3	68.1	59.4	33.8	4.4	58.1	31.9	52.5	8.1	160
Teacher	64.2	75.6	53.7	36.6	12.2	57.7	40.7	58.5	4.9	123
Parent	16.0	36.0	4.0	36.0	8.0	24.0	20.0	28.0	28.0	25
Administr	80.4	67.4	71.7	47.8	4.3	84.8	41.3	71.7	2.2	46
Accountab	45.5	40.9	22.7	13.6	13.6	36.4	18.2	40.9	9.1	22
School Boards	62.5	37.5	50	12.5	12.5	37.5	12.5	37.5	0	8
Other	20	80	40	40	0	60	20	40	20	5

11. How Much Training Have you Received on Standards-Driven Education? (% of all respondents)

Locale	1-None	2	3-Some	4	5-Extensive
All	7.2	11.3	29.4	30.2	22.0
City	14.0	11.6	27.9	27.9	18.6
Suburb	5.4	10.7	24.2	30.2	29.5
OutlyingCity	3.8	9.5	29.5	32.4	24.8
Rural	8.7	13.8	33.3	29.7	14.4
Role	1-None	2	3-Some	4	5-Extensive
DeptChair	–	30	40	20	10
Supt	–	4.9	37.0	40.7	17.3
Principal	4.5	8.9	28.0	37.6	21.0
Teacher	7.3	11.4	24.4	26.0	30.9
Parent	36.0	24.0	28.0	8.0	4.0
Administr	2.2	6.7	20.0	33.3	37
Accountab	27.3	27.3	22.7	18.2	4.5
School Boards	–	50	50	–	–
Other	20	–	40	–	40

12. Where Did You Get Your Training? (% of all respondents)

Locale	1-District	2-BOCES	3-NoTraining	4-CDE	5-Univ/CColl	6-Other	NUMBER (total)
All	61.8	26.8	8.7	28.6	13.7	18.7	518
City	63.6	4.5	15.9	25.0	15.9	25.0	44
Suburb	80.1	11.9	5.3	16.6	11.3	17.9	151
OutlyingCity	76.2	30.5	4.8	35.2	11.4	17.1	105
Rural	42.9	43.9	12.8	36.7	16.3	20.4	196
Role	1-District	2-BOCES	3-NoTrng	4-CDE	5-Univ/CColl	6-Other	
DeptChair	70	20	0	0	40	20	10
Supt	54.3	48.1	0	48.1	14.8	23.5	81
Principal	68.8	27.5	6.9	25.0	15.0	12.5	160
Teacher	72.4	21.1	9.8	28.5	17.1	13.8	123
Parent	36.0	4.0	36.0	0	4.0	12.0	25
Administr	54.3	34.8	6.5	52.2	10.9	47.8	46
Accountab	40.9	13.6	27.3	18.2	0	27.3	22
School Boards	87.5	12.5	12.5	25	0	25.	8
Other	60	0	20	20	0	60	5

13. How Prepared Are You for a Standards-Driven System? (% of those responding)

Locale	1-Not Prep	2	3-Somewhat	4	5-Extremely
All	6.6	7.2	30.8	38.6	16.8
City	13.6	6.8	25.0	34.1	20.5
Suburb	8.0	5.3	25.3	41.3	20.0
OutlyingCity	4.9	4.9	32.4	37.3	20.6
Rural	5.2	10.4	35.8	37.3	11.4
Role	1-Not Prep	2	3-Somewhat	4	5-Extremely
DeptChair	–	10	30	50	10
Supt	–	3.8	27.8	48.1	20.3
Principal	–	5.1	3.8	29.9	45.9
Teacher	6.5	5.7	33.3	38.2	16.3
Parent	26.1	26.1	39.1	4.3	4.3
Administr	–	4.3	17.4	39.1	39.1
Accountab	31.8	18.2	27.3	18.2	4.5
School Boards	12.5	37.5	37.5	12.5	–

14. What Level of Support Have You Received from CDE? (% of those responding)

Locale	1-None	2	3-Some	4	5-Extensive	NUMBER:
All	15.6	24.1	41.7	16.7	1.9	518
City	21.4	33.3	28.6	16.7	–	44
Suburb	19.4	29.5	36.0	15.1	–	151
OutlyingCity	10.6	23.4	43.6	19.1	3.2	105
Rural	13.9	19.3	47.1	16.6	3.2	196
Role	1-None	2	3-Some	4	5-Extensive	
DeptChair	2.5	37.5	37.5	–	–	10
Supt	1.3	17.7	51.9	24.1	5.1	81
Principal	17.0	26.8	43.1	12.6	.7	160
Teacher	20.5	22.3	35.7	19.6	1.8	123
Parent	33.3	28.6	33.3	4.8	–	25
Administr	4.5	22.7	38.6	31.8	2.3	46
Accountab	25.0	18.8	50.0	–	6.3	22
School Boards	14.3	28.6	57.1	–	–	8
Other	66.7	–	–	33.3	–	5

15A. State Assessment Information (% of those responding)

Locale	
All	33.5
City	29.5
Suburb	31.1
OutlyingCity	42.9
Rural	32.7
Role	
DeptChair	40.0
Supt	44.4
Principal	33.8
Teacher	30.9
Parent	12.0
Administr	37.0
Accountab	36.4
School Bds	37.5
Other	20.0

15. What Type of Assistance Would Be Helpful in Implementing Standards? (% of those responding)

Locale	1-StaffDevel	2-DesignInst	3-Modl/Exmpl	4-SelfAssmt	5-Experts	6-ResBank	7-Other	8-CDE Inserv	9-DesnAssmt	10-Commun	11SpecNeeds	12-Technol	13-Other
All	57.3	35.1	46.9	16.4	22.0	27.4	4.2	31.5	51.4	21.8	32.6	34.6	2.1
City	63.6	36.4	40.9	18.2	22.7	34.1	4.5	43.2	45.5	20.5	25.0	45.5	2.3
Suburb	62.3	43.0	45.7	19.2	22.5	28.5	6.0	29.1	49.0	23.8	45.0	37.7	2.0
OutlyingCity	57.1	36.2	53.3	16.2	27.6	24.8	2.9	26.7	45.7	25.7	33.3	37.1	1.9
Rural	55.6	29.6	49.5	14.3	19.9	28.1	4.1	35.7	60.2	19.9	26.5	30.6	2.6
Role	1-StaffDevel	2-DesignInst	3-Modl/Exmpl	4-SelfAssmt	5-Experts	6-ResBank	7-Other	8-CDE Inserv	9-DesnAssmt	10-Commun	11SpecNeeds	12-Technol	13-Other
DeptChair	70	20	50	20	10	0	0	50	70	20	30	20	0
Supt	53.1	22.2	48.1	16.0	22.2	34.6	3.7	29.6	49.4	16.0	23.5	34.6	3.7
Principal	63.8	40.0	51.3	18.8	27.5	30.6	5.6	26.9	61.9	25	40	36.3	1.9
Teacher	66.7	46.3	52.8	13.8	19.5	27.6	2.4	35.0	49.6	29.3	35.8	36.6	1.6
Parent	24	20	40	20	12	12	8	32	20	16	24.0	32.0	8.0
Administr	52.2	37.0	41.3	15.2	28.3	37.0	10.9	39.1	58.7	19.6	43.5	37.0	0
Accountab	53.1	22.7	36.4	22.7	27.3	9.1	0	27.3	27.3	13.6	22.7	27.3	4.5
School Boards	50	12.5	50	25	25	37.5	0	62.5	62.5	0	0	37.5	0
Other	50	60	40	20	0	0	40	60	0	20	60	20	0

Colorado State Board of Education

Seated January 14, 1997

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For more information on the needs assessment, contact the Standards Project Team at the Colorado Department of Education:

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